

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Bellville Independent School District	008901		
Vendor ID #	ESC Region #		
	Region VI		
Mailing address	City	State	ZIP Code
518 South Mathews Street	Bellville	TX	77418-

Primary Contact

First name	M.I.	Last name	Title
Laura	D	Swearingen	Instructional Technologist
Telephone #	Email address		FAX #
979-865-3133	lswearingen@bellvilleisd.org		979-865-8591

Secondary Contact

First name	M.I.	Last name	Title
Brian	M	Reid	Technology Director
Telephone #	Email address		FAX #
979-865-7089	breid@bellvilleisd.org		979-865-7068

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Mike		Coker	Superintendent
Telephone #	Email address		FAX #
979-865-3133	mcoker@bellvilleisd.org		979-865-8591
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 008901

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The campuses that will be served with funds from this grant are:

1. O' Bryant Intermediate School - a grade 3 -5 campus
2. O' Bryant Primary School - a grade K - 2 campus

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

School districts across the nation like Bellville Independent School District must progressively proceed to be more digital to meet the needs of the tech driven society/ world we are a part of. To provide students with an education that will lead to success after graduation, teachers must provide technology-rich learning and experiences. Today's learning cannot stop when the school day is done or even when students are away from the school building. Education must include modern, practical, and relevant methods that include opportunities for 24/7 communication and creativity which is what technology can offer. With the greater importance of technology-rich learning comes the problem of an educational form of a 'Digital Divide' in schools.

The staff at all campuses of Bellville Independent School District strive to afford their students an education rich with relevant technology tools, resources and services that will allow their success in today's technology-rich world. Our teachers use technology tools and resources to teach, communicate and prepare their students, however, increasing the technology to provide relevant and modern learning experiences leaves Economically Disadvantaged students further behind than the rest of their classmates. Students without internet access at home are unable to gain the same learning experiences as other students. Students with no access at home cannot

- participate in a flipped classroom model,
- collaborate with fellow students and teachers,
- do independent research,
- get online homework help,
- do online school work outside of the school day, and
- access online textbook curriculums.

Parents of these students are not able to support their child by connecting with teachers, access important dates and documents on a school website, and cannot access their child's grade progress in real-time with access to an online gradebook.

While teachers at BISD work hard to provide all students with a tech-rich experience, they are often forced to hold the students back that do have home access. Teachers refrain from having students use the online textbook curriculums, G-Suite for Edu, and relevant sites for homework or study at home because the teacher knows some of the students will not be able to do, it will leave those students out of the learning; this holds all of the students back!

The funds from this grant will provide students in the Economically Disadvantaged group at the Intermediate Campus (gr. 4-5) and the Primary Campus (gr. K-3) Chromebooks to use for the school year as well as home internet access if needed so all students can get a technology rich education that is not limited to the classroom. Students from third grade through fifth grade will be able to borrow a Chromebook for learning activities while at school, and others who qualify with no home access or device will be able to borrow a Chromebook and/ or access for learning for the entire school year. This grant will close the 'digital divide' at two BISD campuses and result in higher state test scores in the Economically Disadvantaged identified population.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The mission of Bellville Independent School District is to,

'...provide a high quality, well rounded education that prepares all students for success.'

therefore the learning experience of each of our students must meet the expectations of the 21st century. It is a challenge to envision any part of life that has not been affected by technology. Students need to be prepared with technology related skills and experiences to be successful in any career field they will choose after their education. We want our students to be successful in today's world and be able to apply their technology-rich educational experience to improve lives across the world, improve efficiency, even improve the condition of the world. Recognizing that technology in education is vital for the success for our students our district continues to place a great focus on technology integration. Each year we continue to add devices, connectivity, and integration practices to improve the learning experiences for all of our students. Some students are not able to benefit from the technology gains that are made in our district because they do not have the resources at home to keep the learning going outside of the school. We strive to provide all students a superior educational experience, however, with limited resources we are constantly investigating ways to bring 'anytime' learning to all of our students. This grant will provide our district the resources to bring educational technology to students who do not have access at home.

With funds from this grant we will survey the students in grades three through five at the O'Bryant primary and Intermediate campuses to determine which students do not have home internet access. The Intermediate campus has a 50.6% Economically Disadvantaged rate and the Primary campus has a Economically Disadvantaged rate of 55.8%. the latest TAPR report shows that this same population of students on these campuses are almost half of what the state score is at meeting grade level in two or more subject areas. We want to provide the same resources for this population that other students have so that these students can be more successful. Families of students who have been identified in the survey as not having home access, and fall in the Economically Disadvantaged group at these campuses will be offered a chromebook and/ or internet access device to use for educational purposes during the 2018-2019 school year. All curriculum at these campuses are available online, therefore, these students will be able to participate in technology integration outside of school just like the rest of the students. With access at home, these families can better support their children's learning by utilizing the school webpages to keep up with important dates and information, as well as communicate with teachers. Parents can access resources for their students such as study guides and spelling lists to help their children practice at home.

After meeting with the participating students and families of this grant opportunity, parents and families will be required to sign a contract with safety procedures and care procedures, a chromebook and/ or wifi device will be checked out to the student to use for the school year. The devices that will be provided to the families will be supported by the campus and district Technology Department as all other devices in the district. Although these loaned devices will be insured, the technology department will maintain the devices to keep them in working condition, students will be provided a replacement device until the original device can be returned to the family in working condition.

There will be two meetings each grading period where test scores will be monitored for the participating students of this grant. Our goal is to see an improvement of the test scores in this target group. Should scores not show improvement procedures described in this application will be followed to immediately address scores.

We want success for every student. This grant opportunity will allow us to bring the same learning opportunities to students who lack the resources to participate in learning outside of school.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$58,437.63
Total direct costs:			\$	\$	\$58,437.63
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$58,437.63

Administrative Cost Calculation

Enter the total grant amount requested:	\$58,437.63
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 008901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Acer Chromebook C740	141	\$230.05	\$32437.05
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11	Google Chrome Management Console License	141	\$25.84	\$3643.44
12	Extended Service Plan	141	\$61.92	\$8730.72
13	Kajeet Smart Spot 900	10	\$99.97	\$999.70
14	Verizon 1GB plan (10 months for each unit)	10	\$12.97/mo	\$1297.00
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18	Chromebook Cart-Bretford 36 Unit	4	\$1400.00	\$5600.00
19	Max Cases Shell Notebook Cover	141	\$28.12	\$3964.92
20	Aruba Inst. IAP-305 Wireless Access PT	4	\$441.20	\$1764.80
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$58,437.63

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	458	50.6% 55.8%	First Numbers=OBI Campus Second =OBP Campus
Limited English proficient (LEP)		%	
Disciplinary placements		%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☐ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				141	137	126								404

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Schedule #13—Needs Assessment

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district and each campus uses a Comprehensive Needs Assessment Process. This process identifies strengths and needs in eight areas of focus. They are Demographics, Student Achievement, School Culture and Climate, Staff Quality, Recruitment, and Retention, Curriculum, Instruction, and Assessment, Family and Community Involvement, School Organization, and Technology. Each year the district and each campus form committees for each area that consist of diverse sets of people from across the district including parents and community members. Once the areas of needs are identified, the committees prioritize them based on the areas that show the greatest importance to advancing the mission of the district which is to provide a high quality, well-rounded education that prepares all students for success. Using the results of this process and the data from the 2016 -17 Texas Academic Performance Report for the district, a district administrator, Mr. Mahlmann, and the District Technology Instructional Specialist, Mrs. Swearingen, discovered a need that funds through this Lending Grant could improve. Our Economically Disadvantaged Population is increasing at our lower grades each year and the State scores are the lowest of any group in the report for meeting grade level in two or more state tested areas.

Bellville Independent School District
O' Bryant Intermediate School - Grades 4 and 5
STAAR Percent that Meets Grade Level - All Grades

Two or more Subjects	State	District	Campus	Econ Disadvantaged
2017	48%	47%	39%	25%
2016	45%	46%	38%	21%

O' Bryant Primary School
STAAR Percent at Meets Grade Level - All Grades

Two or More Subjects	State	District	Campus	Econ Disadvantaged
2017	48%	47%	42%	28%
2016	45%	45%	42%	31%

 = Lowest Performance

According to the TAPR report for 2016-2017 only 28% met grade level in two or more tested areas at grade 3. In grades 4 and 5 only 25% met grade level in two or more areas. After looking at relevant data, we have determined that there is a significant performance gap between the Economically Disadvantaged population of the earliest grades to be tested and the rest of the students at the campuses to be served with this grant.

The administration at O'Bryant Primary and O'Bryant Intermediate Campuses conducted a survey of the students in the state tested grades (3-5). The results of this survey helped us in determining the number of students who have no device or internet access where they live.

It is clear that a technology lending program for our earliest STAAR testers (Grades 3 - 5) in the Economically Disadvantaged Population would be beneficial to improving the educational experience which will lead to higher test scores! Many students at these campuses already have access to the technology to participate in 21st century learning that will increase their academic success, with grant funds we will provide the same opportunity to our target population to ensure their academic success as well. We will use this grant to provide home access with the goal of raising the State Test scores for this target population.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase the number of Economically Disadvantaged students that meet grade level expectations in two or more areas - Increase state test scores in the Econ. Disadvantaged population at O'Bryant Intermediate	*Grant funds will provide devices and/ or access at home to participate in technology rich learning. *To access online textbook curriculums that continue learning beyond the school *Provide the same learning opportunities as students with home access * Increase parent involvement - access to online gradebook to get grade alerts
2.	Increase the number of Economically Disadvantaged students that meet grade level expectations in two or more areas - Increase state test scores in the Econ. Disadvantaged population at O'Bryant Primary	*Grant funds will provide devices and/ or access at home to participate in technology- rich learning. *To access online textbook curriculums that continue learning beyond the school *Provide the same learning opportunities as students with home access * Increase parent involvement - access to online gradebook to get grade alerts
3.	Within two years see the Increased Test Scores trend continue in the Econ. Disadvantaged population as the students move up to higher grade levels at the Junior High Campus	With the continuation of Equal participation in tech-rich learning using home access, students are better prepared for next level learning
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Tech Director	Brian Reid will Manage Grant project at the district level - Microsoft Systems Engineer - with district for over 10 years
2.	District Instructional Technologist	Laura Swearingen - Manage Grant at the district and campus level - Google Certified Trainer - Grade 1 through 8 Certified Teacher
3.	District Technologist	Misti Rudloff - with district for 5 years - maintains and repairs district hardware and software
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Determine the area of greatest need where Tech can help raise scores	1. Review Grant Requirements	12/04/2017	12/08/2017
		2. Evaluate Greatest area of academic need	01/08/2018	01/12/2018
		3. Determine the Technology that would best serve	01/12/2018	01/16/2018
		4. Determine Lending Program Success	05/04/2018	05/05/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Meet w/ campus teams to design/ review goals and lending procedures	1. Design a lending program for target campuses	01/16/2018	01/17/2018
		2. Train campus teams in the lending procedures	01/18/2018	01/18/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Continue providing training to staff on digital resources and tech integration	1. SBEC, NETS, ISTE, TEKS proficiencies	Ongoing	Ongoing
		2. G-suite for Edu proficiencies	Ongoing	Ongoing
		3. Online curriculum usage reports	Ongoing	Ongoing
		4. Eduhero 24/7 training resources	Ongoing	Ongoing
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Continue to provide CIPA compliant digital safety programs to students/ parents	1. Cont. Digital Safety Lessons/ Activities	Ongoing	Ongoing
		2. Provide family/ home safety res. on website	Ongoing	Ongoing
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Cont. monitoring Target grp. performance data	1. Cont.Campus benchmark evals/STAAR Interim eval	Ongoing	Ongoing
		2. TXEIS gradebook - grades/ attendance	Ongoing	Ongoing
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At our O'Bryant Primary and Intermediate Campuses strong procedures are in place to monitor and adjust steps to reach our objectives to increase State Performance scores for every student. To determine potential STAAR success, twice each grading period, students complete 'benchmark testing' in STAAR tested areas. These tests are created by our teachers and scored in Eduphoria's Aware platform. A team including a district and campus administrator, with a campus counselor and teachers meet to look at the benchmark testing data collected in the Eduphoria system. Students who underperformed on the test are identified, the team begins creating a plan of action for increasing the test scores for these students. The plans generally include individual to small group tutoring and adjustments for learning methods of these learners to meet individual needs. Parents of any students who are identified are contacted about the plan so that the parents can be a positive part of the student's success.

The devices that this grant would provide will help in multiple areas of student learning at these campuses, however, personal learning devices from grant funds will add a valuable tool that this team can use to reach our goal of higher testing scores! These devices will be available to students for teachers to apply tech-rich integrated lessons to increase the student success prior to benchmark testing, as well as another tool to utilize in any action plans for identified students needing extra help to increase scores.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bellville ISD is still using devices we were able to purchase through the 2012-13 Lending grant. With the funds from that grant we reached our goal of increasing scores in our targeted population. We have already seen what this grant can accomplish and we were successful in the steps we designed to reach our goal. We will mirror the successful steps of the previous Lending Grant while adjusting to meet the specific needs of the Intermediate and Primary Campuses. The District Technology Specialist, Mrs. Swearingen, will participate in each 'Benchmark Team' meeting. Along with the other team members, Mrs. Swearingen will look at the performance data, but she will focus on data of the grant's targeted group, Economically Disadvantaged population. If any students from our Grants' targeted group are identified in the group of students who were unsuccessful on the Benchmark test, Mrs. Swearingen will immediately look at data that would show how technology, especially, tech utilizing grant program funds were used in the learning prior to the testing. This includes usage reports for online textbook curriculums supporting class instruction, lesson plans indicating relevant technology integration prior to testing, and grade/ attendance reports indicating successful use of technology at school and home prior to testing. If any of these reports show relevant integration in class and at home needs improvement, Mrs. Swearingen will immediately work with each affected teacher to plan for quick but relevant ways to increase meaningful technology integration in the classroom as well as at home to increase the level of student engagement and learning success. Mrs. Swearingen will provide a plan and work closely in the classroom with the students and teachers to ensure the technology purchased with grant funds is a vital part of raising scores in the targeted population.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review Benchmark testing data every 3 weeks with Campus Team	1.	Benchmark scores are increasing
		2.	Tech integration, home and school, increasing
		3.	Econ. Dis. target group scores are increasing
2.	Rev. usage reports; online curr., Gsuite & Device sign out data, Tech standards in lesson reports	1.	Increase in usage of online textbook curriculums, G-suite
		2.	Increase use of Chromebooks
		3.	Increase in tech standards being used in lesson plans
3.	Review State Test Scores	1.	Increase percent of Econ. Dis. pop. who meet gr. level in 2 or more subjects
		2.	Increase in state test scores for overall population at OBI & OBP campuses
		3.	
4.	Technology Lending Grant Survey	1.	Positive feedback from teachers and Admin at OBI and OBP campuses
		2.	Positive feedback from parents with students at the participating campuses
		3.	
5.	Review student grades and attendance data	1.	Target Group student grades improve in tested subjects
		2.	Attendance improves in Target group
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mrs. Swearingen will participate in each 'Benchmark Meeting' for the O'Bryant Intermediate and Primary Campuses to review the benchmark testing result data gathered in the Eduphoria Aware platform. This data will include scores for 500 students. The data in the meeting will be reviewed to determine if scores are rising. Mrs. Swearingen will collect the results of the targeted group of this grant and input it into a spreadsheet. This spreadsheet will be used to collect the data for the target group throughout the school year so it can be monitored throughout the year. She will monitor teacher lesson plans in Eduphoria's Forethought platform for documentation of tech integration activities in the class lessons as well as homework assignments. With an increase of device support from grant funds the frequency of technology integration at school and home will increase. At anytime, tech integration stops increasing, Mrs. Swearingen and the campus tech will work with the teacher and or parents to fix any issues that are keeping integration from happening. Usage reports in Connect Ed Treasures Reading, Pearson's Envision Math program, ThinkCentral Science platform, Social Studies Weekly platform, and BISD's G-suite will be collected after each benchmark testing event. Usage data will be monitored by Mrs. Swearingen to ensure that there is an increase in access to the platforms with the addition of the grant funded technology. Cart and lab sign outs will also be monitored. Any issues keeping teachers and/ or students from using the learning platforms at school or at home will immediately be addressed by Mrs. Swearingen and the Technology department. Teachers or admin from the campuses will notify the tech department through our online work order system in Eduphoria 'Helpdesk'. When State Test scores are released, Mrs. Swearingen will participate in campus meetings to look at scores. Mrs. Swearingen will focus on the grant's targeted group's scores to look for an increase in the percent of students in the Economic Disadvantaged population who meet grade level in two or more subjects. Overall scores will also be look at for an overall increase of student scores at the two campuses served with Grant funds, an overall increase is expected since teachers were able to include more technology in their lessons without leaving any students behind. A feedback form about the program offered with this grant opportunity will be created in Google Forms to collect detailed feedback from the campus teachers and administrators as well as students served and their parents. Grades and attendance will be monitored in the same manner as curriculum usage. Mrs. Swearingen will contact teachers and parents if grades and or attendance decrease, to determine a solution.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 008901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bellville ISD currently utilizes desktop labs and Chromebook carts at each campus. The High School campus has two open desktop labs for general use for teachers to sign up to bring in their classes. There are three more labs that serve computer classes only. There are two Chromebook carts available for teachers to sign out for classroom use during the school day.

The Junior high campus has two desktop labs available for teachers to sign out to use with their classes. There are four Chromebook carts that stay in the classrooms for the Reading teachers to use with their students. There are four Chromebook carts available for teachers to sign out to use in their classrooms during the school day.

The West End campus for grades K through 5, has one lab with five desktop pods creating a class set of computers for teachers to sign up for to use with their students. This campus has two Chromebook carts available for teachers to sign out for use with their classes.

The Intermediate Campus with grades four and five, has one lab with five pod systems creating 25 stations, that teachers can sign up for to use with their students. This campus has three Chromebook carts, with one dedicated for library use. Each grade level has six classrooms, these teachers are able to sign up to use the remaining carts for use in their classrooms.

The Primary Campus, grades K - 3, has one desktop lab with five pod systems creating twenty five desktop stations. Teachers are able to sign up to use this lab with their classes. Each grade level has at least 6 classrooms. There are two Chromebook carts available for teachers to sign out to use in their classrooms. This campus also has one Ipad cart for the 7 first grade classes to share and an Ipad cart for the 7 Kindergarten teachers to share.

At the campuses to be served with funds from this grant, there are six to seven teachers that must share a Chromebook cart.

Several of the Chromebook carts throughout the district were purchased with Technology Lending Grant funds from 2012-13. Each year the district is able to replace broken and obsolete technology with local funds, as well as update some teacher related technology. Local funding is used to add a cart of chromebooks to some campuses as funds are available.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 008901

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goals and mission of Bellville Independent School District are synonymous to those of our prepared lending program. Our district's official mission states;

'The mission of Bellville Independent School District, as the center of public education, is to provide a high quality, well rounded education that prepares all students for success.'

In our world today, technology has become a vital part of everyday life. It is difficult to think of any profession that does not incorporate some form of technology. From small computers in our vehicles that monitor multiple systems, devices for business and industry that increase productivity, to tools in the medical fields that improve patient care and even eradicate disease, technology is everywhere. This means that success in our world requires the effective use of technology. It is vital for schools to provide technology in every students' educational experience. Students without meaningful technology experience will face greater challenges to success in our world, therefore, schools must provide the technology experience that today's world requires. Funds from this lending grant will 'level the playing field' for the students without access by providing home access with a device and/ or wifi. When all students have access teachers can increase the integration of relevant technology into the learning environment and all students benefit. All students will be able to participate in a high quality, technology rich education that better reflects the real world expectations, preparing students for success after graduation. With the the increase of a technology rich educational experience from the funds from this grant, more students will receive exactly what our district's mission statement says;

'...a high quality, well rounded education that prepares all students for success.'

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Qualifying students who need internet access at home will be provided an Acer C740 Chromebook and or a wifi device to use at home for the 2018-2019 school year. When the loan agreement has been signed by participating students and their parents a technology department representative will provide instructions to the student and parent on how to use the access device as well as proper use of the chromebook. The members of the technology department will be available to assist the families by phone and/ or email if problems arise with access. Families will be welcome anytime during the school day to meet with a technology department member to work through any issues the equipment may be having.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program this Grant will provide will greatly advance the current curriculum, instruction, and management policies of the O'Bryant Intermediate and Primary Campuses. We are proud that 100% of our instructional materials are available online, we have migrated to Google's G-Suite for Education for planning, teaching, integrating 21st century skills. Google's G-suite for Edu promotes a vital 21st century skill of collaboration which all students will learn if all students have access. Integrating a program for students to borrow the technology they need to access these learning platforms is vital to getting the most potential out of our curriculum for ALL students. Students who had no way to access their G-suite applications away from school can keep up with the rest of the students. All classrooms are equipped with interactive presentation boards, projectors, and a teacher computer station. Teachers are equipped to teach with effective 21st century methods, with all students able to utilize a device, the teacher can include all students into the relevant learning. The Junior High campus utilizes the 'Flipped Teaching' model in some classrooms, with every student moving up to the next campus having the tech skills required for that model, this teaching style will be successful for all students. Teachers use tech for many management opportunities. When all students have access at school and home with a lending program it is easier for parents to support their child in these management platforms. Teachers use an online gradebook, Txeis Gradebook. If all parents have access to the grade alerts that can be set in Gradebook they can be more involved with their child's progress. Communication can be improved between the teacher and the parents with these grade alerts, email communications and access to the classroom webpage with important dates, information and resources. The class webpage that each teacher manages can be a vital resource for a good home - school connection.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every grade level at Bellville ISD utilizes digital instructional platforms, programs, and resources. 100% of our State Tested curriculum areas are available online. Math teachers for these grade levels utilize the 'Envision Math' program from the Pearson platform. Science teachers use 'Science Fusion' from the Think Central platform. Reading teachers use the 'Treasures Reading' program and Social Studies teachers use the Social Studies Weekly online platform. All of the platforms have robust online resources as well as an online textbook. Teachers use these powerful resources with students at school but are always looking for ways to get the students to use these platforms at home to keep the learning going. When all the students are able to access these platforms at home the learning can truly be anytime. Every student and teacher in our district participates in our Bellville G-suite platform. Teachers continue paperless learning with Google drive apps as well as Google Classroom. Students already participate in group projects in their Google drive areas at school. When every student has home access the collaboration can continue on the weekends or on bad weather days.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008901

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campuses have wireless access in the classroom, library and administrative areas. The Technology Department has the wireless access points and networking technologies in place for all students at the participating campuses, O'Bryant Primary and Intermediate Schools. A member of the technology department is housed at each campus who is available to troubleshoot any technology issues that arise as well as assist teachers with the technology in the classrooms, this will include devices purchased with funds from this grant. We currently use the Eduphoria "Helpdesk" program for work orders. When an issue arises with a technology related device or platform a work order is entered by a staff member. The work order flows to the campus technology member. If the problem cannot be fixed, the campus technology member will notify a district technology member to address the issue.

The devices purchased with grant funds will be insured. If, the Technology Director determines that a device cannot be repaired in district, the device repair will be handled according to the insurance provider's procedures. A district technology member will ensure that a device is provided to participating students who are unable to use their loaned device until any repairs are completed. Robust internet access is available at all campuses with wifi and cable, home access will be available to participating students at no cost to families, and staffing is available for maintenance and support to ensure success of the goals of this grant opportunity.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008901

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary goal of this grant opportunity is to raise the test scores of the Economically Disadvantaged students with technology access. The principal of the participating campuses, Mrs. Jones, and the Technology Director, Mr. Reid, will meet with the families of students identified in this target population to present the lending program opportunity details. Other student populations that will be considered will include families of students participating in our free lunch programs and resource programs. Families who decide to participate will be required to sign the loan agreement. Families may then bring the signed agreement to the campus technology member, Mrs. Relquimy at the Primary campus, or Mrs. Higgins at the Intermediate campus, to receive a chromebook and/ or internet access device. At this time students and parents will be shown how to operate the devices. Students who participate will be asked to have their chromebook at school with them daily as well as at home for school work requiring technology access. Any chromebooks from this grant not assigned to a student will be available to other students for use during the school day. To 'check-out' a device for use at school, with permission from the classroom teacher, a student will go to the computer lab where the campus tech is located. the campus tech will fill out the Device Check Out Form in our Google domain with the student's name and number as well as the device number and teacher name. Before the end of the school day the students will be required to 'Check In' the same device with the campus tech.

Identify Students
with Tech NeedMeet with
familiesAccept Contracts &
provide devicesCollect long term
loaned devices 3rd
week in May.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to any devices being dispersed to the participating campuses, the District Technology Department will input each item into our district inventory database. Insurance information for the equipment will be documented by Mr. Reid and kept on file. The Chrome Management Console License will added to our domain for these new devices. Next, the department will enroll all Chromebooks into our Google platform before adding them to a chrome cart where they will be stored until the devices are dispersed to the identified students. For protection, a protective case will be added to these chromebooks. Access points will be inventoried as well, then attached to the carts to ensure a robust connection. The carts with the devices (as well as the Home access devices) will be stored in the labs of the O'Bryant Intermediate and Primary campuses. Devices will be loaned out for the duration of the school year to participating students after contracts are collected from parents, as described in requirement 6. Any devices remaining on campuses to be loaned out during the school day will stay in a cart in the computer lab of each campus where the campus technologist is housed. The campus technologist will identify device that is not returned 30 minutes prior to the end of the school day and will contact the teacher of the students who checked out the device. Any student who does not check in a device that has been borrowed for the day will not be allowed to check out any devices until their device is returned. If any device returned in an unsatisfactory condition the student will be referred to the campus principal for possible disciplinary action. The district's Eduphoria work order system will be used for any devices that need troubleshooting. The campus administrators will contact families that participated in the long-term lending of devices three weeks before the last day of school to remind them that devices must be returned by the third week of May. Documentation of returned devices will always be done in our online google 'Checkout' form for documentation.

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